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ABSTRACT

Designed as a guide for reading program evaluation by a teacher, a school, or a school district, this booklet presents definitive objectives that may serve as guidelines for effecting change. It includes an evaluation scale in four major areas: environment, program management, learner, and school/community relations. Several evaluation criteria appear within each category. A profile at the end of the booklet allows a program's progress to be monitored as subsequent studies are made. (TJ)

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The Kentucky Right to Read Effort

The Kentucky

Standards of Excellence for Reading Programs

June, 1978

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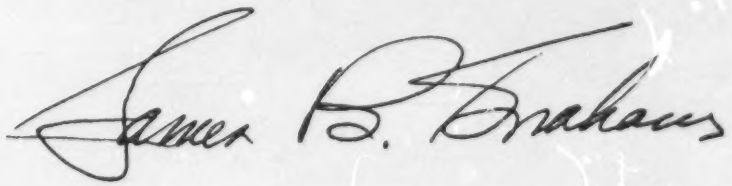
INTRODUCTION

The National Right to Read program, instituted in 1969, reflects the commitment to eliminating illiteracy in the United States. This obligation is based on the belief that each American citizen has both the right and the responsibility to achieve functional literacy, because reading remains an essential learning tool in modern technological society.

In order to enhance the opportunity of the citizens of the Commonwealth to achieve this goal, the Kentucky Department of Education established a Right to Read Advisory Council. The Council is composed of representatives from local educational agencies, institutions of higher learning and local communities, and is headed by the State Right to Read consultant. One of the major priorities of this committee has been the development of the *Standards of Excellence* in Reading Programs.



All assessment instruments need to be field tested. The Right to Read Advisory Council recognizes the importance of information which can be generated in local school systems concerning the use of the Standards of Excellence and in effecting future revisions. Please direct your comments to Ms. Debra Johnson, State Right to Read Consultant, Division of Program Development, Kentucky Department of Education, Frankfort, Kentucky 40601.

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USE OF THE *STANDARDS OF EXCELLENCE* FOR EVALUATING READING PROGRAMS

Basics assumptions regarding the nature of reading provide the underlying rational for any reading program. The Right to Read Advisory Council views reading as a complex cognitive process which involves a variety of skills the reader uses in order to secure meaning from printed sources. In addition to basic assumptions about the nature of reading itself, other major factors such as The Environment, The Program Management, The Learner and The School/Community Relations influence all reading programs. The Right to Read Advisory Council organized the Kentucky *Standards of Excellence* around these four major considerations.

The Kentucky *Standards of Excellence* was designed to be used as a guide for self-study by a teacher, a school, or an entire school district. The *Standards* enable a reviewer to systematically examine and/or evaluate the present reading program through the use of definitive objectives that may serve as guidelines for effecting change.

The Council developed this instrument as a starting place for either informal review or intensive study. Which ever way it is viewed, the *Standards* include some criteria which identify elements of a quality program, for use in assessing or improving an existing reading program.

THE RATING SCALE

The rating scale for the *Standards of Excellence* is designed to provide a teacher, a school or a school district with an instrument upon which a profile of strengths and weaknesses can be ascertained. The scale can supply information on (1) the degree to which each Evidence is met, (2) the degree within each Criteria, and (3) the overall degree within each of the four major considerations: The Environment, The Program Management, The Learner, and The School/Community Relations.

The scale ranges from "0" to "5". The Key, with amplifying statements, is printed below.

0 - not started, no attempt to meet criteria is evident

1 - a beginning is evident

2 - some progress, several evidences are present to a slight degree

3 - significant progress is evident

4 - evidence is almost achieved

5 - all evidences are achieved

In using the *Standards of Excellence* as a "measuring tool," a school can use the following example chart to see how the school or district stands from the time of the first self-study to a later or other subsequent reviews.

Each Roman numeral within the *Standards* would be considered a major criterion. Thus after a district has plotted a profile by connecting the circles on review one, further reviews could be charted to show school or district progress. Different colors could be used for each charting for ease in interpretation. An expanded chart could be made to include all evidences if desired.

THE ENVIRONMENT
0 1 2 3 4 5

The Environment includes those areas which a school or school district provides as a "backdrop" or "setting" in which an efficient and effective reading program can function. The initial key to good reading instruction may well be the teacher. In addition to a qualified instructor, an abundance of good materials is necessary. Finally, the school or school district must be organized in a manner which will facilitate the best possible interaction between the teacher and materials to meet students' needs.

I. The school or school district reflects a commitment to the importance of reading by providing financial support for staff, facilities, and materials. 0 1 2 3 4 5

A. Provision is made for a K through 12 reading program. 0 1 2 3 4 5

B. Provision is made for continuous professional development. 0 1 2 3 4 5

1. Release time and/or pay for visitations by teachers to observe instructional programs and techniques in other schools are available. 0 1 2 3 4 5

2. On-going inservice programs are established. 0 1 2 3 4 5

3. Professional libraries in each school are maintained. 0 1 2 3 4 5

C. Provision is made for the purchase of assessment, instructional and record-keeping materials. 0 1 2 3 4 5

D. Provision is made for the establishment and maintenance of reading labs/centers. 0 1 2 3 4 5

1. Remedial reading labs/centers are utilized 0 1 2 3 4 5

2. Developmental reading labs/centers are utilized. 0 1 2 3 4 5

E. Provision is made for library/media centers, maintained and staffed for group and individual pupil utilization. 0 1 2 3 4 5

1. Library/media centers are available in each school. 0 1 2 3 4 5

2. Library/media centers are available on a district-wide basis. 0 1 2 3 4 5

F. Provision is made for the employment of certified reading specialists responsible for the development, maintenance and coordination of a total reading program. 0 1 2 3 4 5

II. The school or school district encourages the total staff to participate in the development and maintenance of a quality reading program. 0 1 2 3 4 5

A. Provision is made for the entire staff to be involved in decisions regarding reading program development and the selection of materials. 0 1 2 3 4 5

1. The Administrative Staff is involved. 0 1 2 3 4 5

2. Teachers are involved 0 1 2 3 4 5

3. Substitutes are involved when appropriate. 0 1 2 3 4 5

4. Teachers Aides are involved when appropriate. 0 1 2 3 4 5

5. Volunteers are involved when appropriate. 0 1 2 3 4 5

6. Others _____ are involved. 0 1 2 3 4 5

B. Provision is made for the entire staff to participate in planning in-service training concerning the reading program. 0 1 2 3 4 5

1. The Administrative Staff is involved. 0 1 2 3 4 5

2. Teachers are involved. 0 1 2 3 4 5

3. Substitutes are involved when appropriate. 0 1 2 3 4 5

4. Teachers Aides are involved when appropriate. 0 1 2 3 4 5

5. Volunteers are involved when appropriate. 0 1 2 3 4 5

6. Others _____ are involved. 0 1 2 3 4 5

C. Provision is made for the entire staff to participate in appropriate on-going in-service training concerning the reading program. 0 1 2 3 4 5

1. The Administrative Staff is involved. 0 1 2 3 4 5

2. Teachers are involved. 0 1 2 3 4 5

3. Substitutes are involved when appropriate. 0 1 2 3 4 5

4. Teachers Aides are involved when appropriate. 0 1 2 3 4 5

5. Volunteers are involved when appropriate. 0 1 2 3 4 5

6. Others _____ are involved. 0 1 2 3 4 5

D. Content area teachers are aware of strategies appropriate to their particular content areas and involved in the teaching of the necessary reading skills. 0 1 2 3 4 5

E. All extended area and special teachers such as music, art, physical education, industrial arts, agribusiness, and librarians are aware of and involved in providing for each pupil's growth in reading. 0 1 2 3 4 5

III. The school or school district encourages the entire staff to exhibit professional awareness and interest in continued professional growth through various appropriate activities. 0 1 2 3 4 5

A. Provision is made for attending workshops and in-service programs and/or on-going coursework. 0 1 2 3 4 5

B. Encouragement is given for maintaining membership in professional organizations and local, state and national reading councils. 0 1 2 3 4 5

IV. The organizational plan of the school or school district facilitates a sequential, diagnostic-perscriptive reading program. 0 1 2 3 4 5

A. Class size allows individual assessment of needs and adjustment to individual needs and learning styles. 0 1 2 3 4 5

B. Grouping procedures enhance the development of self-concepts and provide for effective teacher-pupil personal relationships and individualized instruction. 0 1 2 3 4 5

C. The daily schedule insures students the opportunity to enhance their reading skills. 0 1 2 3 4 5

1. Provision is made for daily skills instruction or practice of necessary skills. 0 1 2 3 4 5

2. Provision is made for daily reading for profit and pleasure. 0 1 2 3 4 5

D. The schedule of the school or school district ensures teachers conference and planning time to facilitate communication among various personnel. 0 1 2 3 4 5

V. The school or school district provides appropriate materials and a system for their effective utilization. 0 1 2 3 4 5

A. An inventory of reading materials, indexed for easy location and classified for skills practice, is maintained and kept up-to-date. 0 1 2 3 4 5

B. A wide range of reading materials of varying reading difficulties is available for all subject areas. 0 1 2 3 4 5

C. Levels of difficulty for reading materials are determined by various methods. 0 1 2 3 4 5

1. Library recommendation are utilized. 0 1 2 3 4 5

2. Readability formulas or graphs are utilized. 0 1 2 3 4 5

3. Publishers descriptions are utilized. 0 1 2 3 4 5

1.	Library recommendations are utilized.	0 1 2 3 4 5
2.	Readability formulas or graphs are utilized.	0 1 2 3 4 5
3.	Publishers' descriptions are utilized	0 1 2 3 4 5
D.	Supplementary materials are available for use in reading.	0 1 2 3 4 5
1.	Library books are available.	0 1 2 3 4 5
2.	Multi-media systems audio-visual aides are available.	0 1 2 3 4 5
3.	Paperbacks are available.	0 1 2 3 4 5
4.	Magazines are available.	0 1 2 3 4 5
5.	Newspapers are available.	0 1 2 3 4 5
6.	Kits are available.	0 1 2 3 4 5
7.	Games are available.	0 1 2 3 4 5
8.	High interest/low level materials are available.	0 1 2 3 4 5
9.	Learning center materials are available.	0 1 2 3 4 5
10.	Workbooks are available.	0 1 2 3 4 5
11.	Others _____ are available.	0 1 2 3 4 5
E.	Assessment materials are available for use in reading.	0 1 2 3 4 5
1.	Norm-referenced achievement tests are utilized.	0 1 2 3 4 5
2.	Survey tests are utilized.	0 1 2 3 4 5
3.	Diagnostic tests are utilized when appropriate.	0 1 2 3 4 5
4.	Criterion reference tests are utilized.	0 1 2 3 4 5
5.	Intelligence or aptitude tests are utilized.	0 1 2 3 4 5
6.	Interest inventories are utilized.	0 1 2 3 4 5
7.	Informal inventories are utilized.	0 1 2 3 4 5
8.	Others _____ are utilized.	0 1 2 3 4 5
F.	Record keeping materials are available for use in reading.	0 1 2 3 4 5
1.	Individual monitoring cards are utilized.	0 1 2 3 4 5
2.	Cumulative files or records are utilized.	0 1 2 3 4 5
3.	Class record forms are utilized to facilitate grouping for skills needs.	0 1 2 3 4 5

VI. The school or school district use internal and external support personnel. 0 1 2 3 4 5

A. Librarians assist teachers and pupils. 0 1 2 3 4 5

1. Librarians organize reading projects. 0 1 2 3 4 5

2. Librarians respond to students needs. 0 1 2 3 4 5

3. Librarians provide instruction in library use. 0 1 2 3 4 5

4. Librarians arrange materials conveniently for maximum student use. 0 1 2 3 4 5

B. Psychologist or guidance counselors are available for consultation and guidance. 0 1 2 3 4 5

C. Speech and hearing specialists are available to assist in diagnosing and providing corrective services. 0 1 2 3 4 5

D. Nurses or Physicians provide screening assistance and/or consultation. 0 1 2 3 4 5

E. College and University consultants are called upon for technical assistance. 0 1 2 3 4 5

F. Consultants from publishing companies are utilized for staff development as appropriate. 0 1 2 3 4 5

G. Local, state and national professional organizations, such as the NEA or IRA, are called upon to provide services and assist in planning workshops and in-service programs. 0 1 2 3 4 5

H. Local, state and national agencies such as the State Department of Education or H.E.W. are called upon for technical assistance. 0 1 2 3 4 5

THE ENVIRONMENT

I. The school or school district reflects a commitment to the importance of reading by providing financial support for staff, facilities, and materials.

0 1 2 3 4 5

II. The school or school district encourages the total staff to participate in the development and maintenance of a quality reading program.

0 1 2 3 4 5

III. The school or school district encourages the entire staff to exhibit professional awareness and interest in continued professional growth through various appropriate activities.

0 1 2 3 4 5

IV. The organizational plan of the school or school district facilitates a sequential, diagnostic-perscriptive reading program.

0 1 2 3 4 5

V. The school or school district provides appropriate materials and a system for their effective utilization.

0 1 2 3 4 5

VI. The school or school district use internal and external support personnel.

0 1 2 3 4 5

THE PROGRAM MANAGEMENT

0 1 2 3 4 5

The reading program should develop pupils who can read, who can use reading effectively as a learning tool, and who can appreciate and enjoy reading. To accomplish these objectives the program goals must be clearly stated and a support system developed that is directed toward those ends. This system includes coordination of desired reading activities, provision for all types of readers through flexible diagnostic teaching, and utilization of a variety of methods and materials. Additionally, specific content area skills must be developed and applied; and assessment techniques should be utilized for individual pupil evaluation as well as over-all program development and management.

I. The school or district has a clearly stated set of written objectives for reading instruction which are reviewed annually. 0 1 2 3 4 5

II. The school or district has a continuous K-12 curriculum which includes provisions for developmental, recreational, accelerated, remedial, and corrective reading instruction. 0 1 2 3 4 5

A. Library periods are planned. 0 1 2 3 4 5

B. Time is set aside for USSR. 0 1 2 3 4 5

C. Time is spent on small group instructions in the classroom. 0 1 2 3 4 5

D. Time is spent on skills group instruction. 0 1 2 3 4 5

E. Time is spent on individual needs instruction. 0 1 2 3 4 5

F. Provision is made for fostering growth in reading interests and reading for enjoyment and appreciation. 0 1 2 3 4 5

III. The program of the school or school district reflects a common approach to the achievement of objectives through the use of various techniques to meet the needs of different children. 0 1 2 3 4 5

A. A controlled vocabulary (Basal Reader) program is utilized. 0 1 2 3 4 5

B. The language experience approach is utilized. 0 1 2 3 4 5

C. Individualized programs/I.E.P.'s are utilized. 0 1 2 3 4 5

D. Programmed approaches are utilized. 0 1 2 3 4 5

E. Modified/Combination approach is utilized. 0 1 2 3 4 5

IV. The K-12 reading program of the school or school district provides for the continuous and sequential development of all reading skills. 0 1 2 3 4 5

A. Reading readiness skills are sequentially developed. 0 1 2 3 4 5

B. Word recognition skills are sequentially developed. 0 1 2 3 4 5

C. Comprehension skills are sequentially developed. 0 1 2 3 4 5

D. Vocabulary development skills are sequentially developed. 0 1 2 3 4 5

E. Reading and study skills are sequentially developed. 0 1 2 3 4 5

F. Literary appreciation skills are sequentially developed. 0 1 2 3 4 5

V. The reading program of the school or school district provides for instructional integration and application of reading skills in each content area. 0 1 2 3 4 5

A. Study guides are used in each content area. 0 1 2 3 4 5

B. Background experiences are provided in each content area. 0 1 2 3 4 5

C. Necessary vocabulary development is provided in each content area. 0 1 2 3 4 5

D. Purposes for reading are set in each content area. 0 1 2 3 4 5

E. Discussion questions to promote critical and interpretive reading skills are used in each content area. 0 1 2 3 4 5

F. Opportunities for follow-up activities are provided in each content area. 0 1 2 3 4 5

G. Extended concept development is provided in each content area. 0 1 2 3 4 5

VI. The reading program of the school or school district is based upon a diagnostic-prescriptive approach to planning and management. 0 1 2 3 4 5

A. Diagnostic processes are used. 0 1 2 3 4 5

1. Reading levels are determined. 0 1 2 3 4 5

2. Reading potential is determined. 0 1 2 3 4 5

3. Student interests are detected. 0 1 2 3 4 5

4. Specific strengths and weaknesses are detected. 0 1 2 3 4 5

5. Student attitudes are assessed. 0 1 2 3 4 5

B. Prescriptive processes are used. 0 1 2 3 4 5

1. Varying instructional approaches are used. 0 1 2 3 4 5

2. Varying classroom organization is used. 0 1 2 3 4 5

3. Varying instructional materials are used. 0 1 2 3 4 5

VII. The reading program of the school or school district uses various types of assessment techniques to insure a thorough and on-going diagnosis 0 1 2 3 4 5

A. Norm-referenced achievement tests are administered. 0 1 2 3 4 5

B. Survey tests are administered. 0 1 2 3 4 5

C. Standardized Diagnostic tests are administered:

1. On a group basis. 0 1 2 3 4 5

2. On an individual basis. 0 1 2 3 4 5

D. Informal Techniques are used through:

1. Informal Reading Inventories 0 1 2 3 4 5

2. Checklists 0 1 2 3 4 5

3. Observation 0 1 2 3 4 5

4. Workbooks 0 1 2 3 4 5

5. Wordlists 0 1 2 3 4 5

6. Cloze 0 1 2 3 4 5

E. Criterion Referenced Tests are administered. 0 1 2 3 4 5

F. Interest tests are administered. 0 1 2 3 4 5

G. Others _____ are administered. 0 1 2 3 4 5

VIII. The program of the school or school district includes a record keeping system which adequately reflects reading instruction throughout the total school or district. 0 1 2 3 4 5

A. Norm-referenced achievement tests (group profiles) are utilized. 0 1 2 3 4 5

B. Literary utilization is monitored. 0 1 2 3 4 5

C. Management systems are utilized. 0 1 2 3 4 5

D. I.E.P.'s are established. 0 1 2 3 4 5

THE PROGRAM MANAGEMENT

I. The school or district has a clearly stated set of written objectives for reading instruction which are reviewed annually.

0 1 2 3 4 5

II. The school or district has a continuous K-12 curriculum which includes provisions for developmental, recreational, accelerated, remedial, and corrective reading instruction.

0 1 2 3 4 5

III. The program of the school or school district reflects a common approach to the achievement of objectives through the use of various techniques to meet the needs of different children.

0 1 2 3 4 5

IV. The K-12 reading program of the school or school district provides for the continuous and sequential development of all reading skills.

0 1 2 3 4 5

V. The reading program of the school or school district provides for instructional integration and application of reading skills in each content area.

0 1 2 3 4 5

VI. The reading program of the school or school district is based upon a diagnostic-prescriptive approach to planning and management.

0 1 2 3 4 5

VII. The reading program of the school or school district uses various types of assessment techniques to insure a thorough and on-going diagnosis.

0 1 2 3 4 5

VIII. The program of the school or school district includes a record keeping system which adequately reflects reading instruction throughout the total school or district.

0 1 2 3 4 5

THE LEARNER

0 1 2 3 4 5

Recognition of the individual dictates that a school or school district provide learning conditions in the classroom for a variety of learner needs. Students are different. The learner differences call for flexibility based upon good sources of data which adequately reflect the range of the diverse student population to be taught. Basic considerations about learners include readiness, motivation, response, feedback, transfer, and social interaction.

I. The school or school district's reading program recognizes the individuality of each learner. 0 1 2 3 4 5

A. The physical, social and emotional needs of each pupil are identified and accommodated. 0 1 2 3 4 5

1. Information on individual students is gathered from parents. 0 1 2 3 4 5

2. Records are kept on each individual pupil, which indicate any special handicapping conditions. 0 1 2 3 4 5

3. Adjustments in classroom assignment and scheduling are made to accommodate any special physical, social and emotional needs, through the use of:
   (a) group assignments 0 1 2 3 4 5
   (b) seating arrangements 0 1 2 3 4 5
   (c) time schedules 0 1 2 3 4 5

4. Reports from supportive personnel or agencies are readily available to classroom teachers. 0 1 2 3 4 5

B. Varying needs and problems are identified and accommodated. 0 1 2 3 4 5

1. Screening and diagnostic instruments are used to identify pupil strengths and weaknesses in reading growth. 0 1 2 3 4 5

2. Accommodations are made for high achieving pupils. 0 1 2 3 4 5

3. Accommodations are made for children not coping with grade level materials. 0 1 2 3 4 5

4. Remedial needs are met through the use of:
   (a) special remedial reading personnel 0 1 2 3 4 5
   (b) special remedial materials 0 1 2 3 4 5

5. Corrective reading needs are met through, the use of:
   (a) special reading personnel 0 1 2 3 4 5
   (b) special reading materials 0 1 2 3 4 5
   (c) adjustment of classroom material 0 1 2 3 4 5

6. Pupils work individually or in small group situations on activities designed to promote special skills. 0 1 2 3 4 5

C.	Rates and styles of learning are identified and accommodated.	0 1 2 3 4 5
1.	Individual varying rates of readiness are recognized.	0 1 2 3 4 5
2.	Adjustment to varying rates of learning are made through scheduling and grouping.	0 1 2 3 4 5
3.	Adjustment to individual learning modalities are made through varied activities and materials.	0 1 2 3 4 5
D.	Individual differences related to cultural, sexual, or racial factors are recognized and accommodated.	0 1 2 3 4 5
1.	Background experiences are surveyed and recorded for each child.	0 1 2 3 4 5
2.	Activities and materials are selected to encourage participation of children regardless of sex.	0 1 2 3 4 5
3.	Language differences are recognized and minimized through the use of language experiences approaches to instruction.	0 1 2 3 4 5
4.	Dialectical differences are accepted.	0 1 2 3 4 5
E.	Individual mastery and utilization of reading skills in monitored.	0 1 2 3 4 5
1.	The mastery learning model is accepted.	0 1 2 3 4 5
2.	Criteria are established for levels of attainment for various skills.	0 1 2 3 4 5
3.	Self-awareness of pupils regarding the mastery of skills is encouraged through self-correction and self-evaluation.	0 1 2 3 4 5
4.	Records of progress in attaining mastery of skills are kept by pupils and teachers.	0 1 2 3 4 5
5.	Records of the application of skills in varying reading situations are kdpt.	0 1 2 3 4 5
F.	Individual recreational and personal reading needs are identified and accommodated	0 1 2 3 4 5
1.	Pupils attitudes toward reading are surveyed.	0 1 2 3 4 5
2.	Pupils interests are surveyed.	0 1 2 3 4 5
3.	Libraries are maintained in the classroom and school.	0 1 2 3 4 5
4.	Class time is set aside for personal reading-USSR.	0 1 2 3 4 5
5.	Summer reading programs are implemented.	0 1 2 3 4 5

G. Individual differences in reading levels in content reading is identified and accommodated. 0 1 2 3 4 5

1. Teachers use IRI and cloze procedures to identify levels. 0 1 2 3 4 5

2. A variety of instructional materials are used to meet individual differences. 0 1 2 3 4 5

3. Independent utilization of reading skills in content reading is assessed and monitored. 0 1 2 3 4 5

II. In the school or school district, reading readiness skills are assessed and monitored in an effect to enhance the development of abilities which contribute to success in learning to read. 0 1 2 3 4 5

A. Kindergarten and first grade teachers keep check lists on each individual child. 0 1 2 3 4 5

B. Formal readiness devices are administered and interpreted for each child. 0 1 2 3 4 5

C. Appropriate instructional activities are designed to enhance continued development of identified strengths and correct specific weaknesses. 0 1 2 3 4 5

D. Auditory and visual perceptual abilities are assessed through formal and informal activities, and appropriate corrective activities are planned as needed. 0 1 2 3 4 5

III. In the school or school district language development is assessed and encouraged through a continuous program of oral and written language activities. 0 1 2 3 4 5

A. Informal check lists are used to monitor language development and identify specific deficits. 0 1 2 3 4 5

B. Screening and diagnostic instruments are used to locate pupil's strengths and weaknesses in language growth. 0 1 2 3 4 5

IV. In the school or school district the understanding of stories and appreciation of literature is encouraged by opportunities to listen to others read stories and reading for personal enjoyment. 0 1 2 3 4 5

A. Children have opportunities to listen to stories being read to them each day. 0 1 2 3 4 5

B. Children have opportunities to read personally selected materials during special times set aside each day. 0 1 2 3 4 5

V. In the school or school district levels of achievement are identified in reference to estimated potential. 0 1 2 3 4 5

A. General achievement levels are identified through formal survey tests. 0 1 2 3 4 5

B. Potential is determined through the use of formal tests. 0 1 2 3 4 5

C. Instructional, independent, and recreational reading levels are identified through the use of:
(a) I.R.I. 0 1 2 3 4 5
(b) Cloze procedures 0 1 2 3 4 5
(c) Other 0 1 2 3 4 5

THE LEARNER

I. The school or school district's reading program recognizes the individuality of each learner.

0 1 2 3 4 5

II. In the school or school district, reading readiness skills are assessed and monitored in an effect to enhance the development of abilities which contribute to success in learning to read.

0 1 2 3 4 5

III. In the school or school district language development is assessed and encouraged through a continuous program of oral and written language activities.

0 1 2 3 4 5

IV. In the school or school district the understanding of stories and appreciation of literature is encouraged by opportunities to listen to others read stories and reading for personal enjoyment.

0 1 2 3 4 5

V. In the school or school district levels of achievement are identified in reference to estimated potential.

0 1 2 3 4 5

THE SCHOOL/COMMUNITY RELATIONS

0 1 2 3 4 5

Success in any school venture is highly dependent upon the total involvement of the community being served. Representatives from the community must be involved in all aspects of planning, ranging from needs assessment to full implementation of the total program. Direct participation of citizens in various school activities is also vital. in addition to seeking support and help from the community, the school has an obligation to inform in a meaningful way the progress of its pupils and to help parents enhance their children's learning at home.

I. The school or school district actively seeks representation from the community on various committees. 0 1 2 3 4 5

A. The community is involved in reading needs assessment. 0 1 2 3 4 5

B. The community is involved in reading program planning. 0 1 2 3 4 5

C. The community is involved in reading materials selection. 0 1 2 3 4 5

D. The community is involved in reading program implementation. 0 1 2 3 4 5

E. The community is involved in reading program evaluation. 0 1 2 3 4 5

II. The school or school district actively seeks community volunteers and tutors for in-school activities. 0 1 2 3 4 5

A. There is a school volunteer coordinator. 0 1 2 3 4 5

B. There is a recruitment plan. 0 1 2 3 4 5

C. There is a job description for volunteers. 0 1 2 3 4 5

D. There is a current list of volunteers. 0 1 2 3 4 5

E. There is a school log of volunteers' activities. 0 1 2 3 4 5

F. There is a current list of available resource persons. 0 1 2 3 4 5

III. The school or school district provides systematic training. 0 1 2 3 4 5

A. The staff is trained in working with community volunteers. 0 1 2 3 4 5

B. The community volunteers are trained in designated school roles. 0 1 2 3 4 5

IV. The school or school district actively attempts to develop awareness on the part of parents concerning factors which contribute to reading success. 0 1 2 3 4 5

A. During the pre-school years, the school or school district:

1. Provides suggestions for activities which promote the child's language acquisition. 0 1 2 3 4 5

2. Provides suggestion for activities which enhance the child's experiential and conceptual background. 0 1 2 3 4 5

3. Develops or provides resource materials for pre-school reading-related activities. 0 1 2 3 4 5

B. During the in-school years, the school or school district:

1. Provides clear, concise directions for at-home skill practices. 0 1 2 3 4 5

2. Provide suggestions for promoting recreational reading. 0 1 2 3 4 5

3. Develops or provides resource materials for reading-related activities. 0 1 2 3 4 5

V. The school or school district engages in a comprehensive system of reporting and interpreting each child's reading performance. 0 1 2 3 4 5

A. Letters are periodically sent to parents. 0 1 2 3 4 5

B. Report cards/Check lists/written reports are sent to parents. 0 1 2 3 4 5

C. Informal reports are sent to parents. 0 1 2 3 4 5

D. Conferences are scheduled with parents. 0 1 2 3 4 5

VI. The school or school district has a systematic, on-going program for dissemination of information concerning reading programs. 0 1 2 3 4 5

A. Newsletter are utilized. 0 1 2 3 4 5

B. Announcements are made via the mass media. 0 1 2 3 4 5

C. Special community groups are organized. 0 1 2 3 4 5

D. Parent/adult classroom visitations are encouraged. 0 1 2 3 4 5

THE SCHOOL/COMMUNITY RELATIONS

I. The school or school district actively seeks representation from the community on various committees.

0 1 2 3 4 5

II. The school or school district actively seeks community volunteers and tutors for in-school activities.

0 1 2 3 4 5

III. The school or school district provides systematic training.

0 1 2 3 4 5

IV. The school or school district actively attempts to develop awareness on the part of parents concerning factors which contribute to reading success.

0 1 2 3 4 5

V. The school or school district engages in a comprehensive system of reporting and interpreting each child's reading performance.

0 1 2 3 4 5

VI. The school or school district has a systematic, on-going program for dissemination of information concerning reading programs.

0 1 2 3 4 5

TOTAL STANDARDS PROFILE

The following graph can be used to chart the over-all profile of a local reading program. By using different colors, an individual can monitor the program's progress as subsequent studies are made.

THE ENVIRONMENT						
I	0	1	2	3	4	5
II	0	1	2	3	4	5
III	0	1	2	3	4	5
IV	0	1	2	3	4	5
V	0	1	2	3	4	5
VI	0	1	2	3	4	5
THE PROGRAM						
I	0	1	2	3	4	5
II	0	1	2	3	4	5
III	0	1	2	3	4	5
IV	0	1	2	3	4	5
V	0	1	2	3	4	5
VI	0	1	2	3	4	5
VII	0	1	2	3	4	5
VIII	0	1	2	3	4	5
THE LEARNER						
I	0	1	2	3	4	5
II	0	1	2	3	4	5
III	0	1	2	3	4	5
IV	0	1	2	3	4	5
V	0	1	2	3	4	5
THE SCHOOL/COMMUNITY RELATIONS						
I	0	1	2	3	4	5
II	0	1	2	3	4	5
III	0	1	2	3	4	5
IV	0	1	2	3	4	5
V	0	1	2	3	4	5
VI	0	1	2	3	4	5